

## **SHELL POINT ELEMENTARY**

81 Savannah Hwy  
Beaufort, South Carolina 29906

**GRADES** PK-5 Elementary School

**ENROLLMENT** 424 Students

**PRINCIPAL** Frankie Middleton 843-322-2800

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
8	58	28	0	0

#### **IMPROVEMENT RATING:**

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Good	Yes

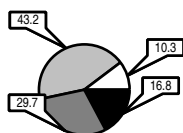
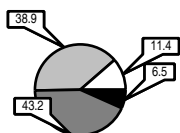
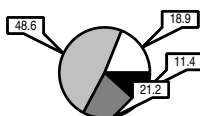
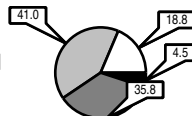
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	196	99.5	11.4	38.9	43.2	6.5	64.3	Yes	Yes
<b>Gender</b>									
Male	85	100.0	20.7	36.6	35.4	7.3	62.2		
Female	111	99.1	3.9	40.8	49.5	5.8	66.0		
<b>Racial/Ethnic Group</b>									
White	92	100.0	4.5	37.1	49.4	9.0	74.2	Yes	Yes
African-American	86	100.0	17.5	41.3	37.5	3.8	53.8	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	92.3	18.2	45.5	36.4	0.0	63.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	172	99.4	6.8	41.6	45.3	6.2	68.3		
Disabled	24	100.0	41.7	20.8	29.2	8.3	37.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	196	99.5	11.4	38.9	43.2	6.5	64.3		
<b>English Proficiency</b>									
Limited English Proficient	12	91.7	10.0	40.0	40.0	10.0	60.0	I/S	I/S
Non-Limited English Proficient	184	100.0	11.4	38.9	43.4	6.3	64.6		
<b>Socio-Economic Status</b>									
Subsidized meals	113	99.1	13.3	46.7	34.3	5.7	53.3	Yes	Yes
Full-pay meals	83	100.0	8.8	28.8	55.0	7.5	78.8		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	196	100.0	10.3	43.2	29.7	16.8	64.3	Yes	Yes
<b>Gender</b>									
Male	85	100.0	15.9	31.7	34.1	18.3	67.1		
Female	111	100.0	5.8	52.4	26.2	15.5	62.1		
<b>Racial/Ethnic Group</b>									
White	92	100.0	3.4	39.3	31.5	25.8	78.7	Yes	Yes
African-American	86	100.0	16.3	51.3	27.5	5.0	48.8	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	18.2	27.3	27.3	27.3	63.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	172	100.0	6.8	43.5	31.1	18.6	69.6		
Disabled	24	100.0	33.3	41.7	20.8	4.2	29.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	196	100.0	10.3	43.2	29.7	16.8	64.3		
<b>English Proficiency</b>									
Limited English Proficient	12	100.0	10.0	40.0	20.0	30.0	60.0	I/S	I/S
Non-Limited English Proficient	184	100.0	10.3	43.4	30.3	16.0	64.6		
<b>Socio-Economic Status</b>									
Subsidized meals	113	100.0	15.2	45.7	27.6	11.4	54.3	Yes	Yes
Full-pay meals	83	100.0	3.8	40.0	32.5	23.8	77.5		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	89	100.0	10.0	32.5	55.0	2.5	57.5
	<b>Grade 4</b>	69	100.0	23.3	50.0	23.3	3.3	26.7
	<b>Grade 5</b>	79	100.0	25.0	54.4	17.6	2.9	20.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	58	100.0	6.9	24.1	51.7	17.2	69.0
	<b>Grade 4</b>	82	98.8	13.8	48.8	36.3	1.3	37.5
	<b>Grade 5</b>	56	100.0	14.8	48.1	35.2	1.9	37.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	89	100.0	8.8	61.3	17.5	12.5	30.0
	<b>Grade 4</b>	69	100.0	15.0	46.7	21.7	16.7	38.3
	<b>Grade 5</b>	79	100.0	30.9	50.0	11.8	7.4	19.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	58	100.0	5.2	46.6	29.3	19.0	48.3
	<b>Grade 4</b>	82	100.0	14.8	46.9	25.9	12.3	38.3
	<b>Grade 5</b>	56	100.0	11.1	37.0	33.3	18.5	51.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 424)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.0%	Up from 0.8%	3.0%	2.7%
Attendance rate	96.3%	Down from 96.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		3.6%	3.5%
Eligible for gifted and talented	15.6%	Down from 18.9%	15.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.6%	Down from 4.0%	9.3%	8.2%
Older than usual for grade	0.9%	Down from 1.1%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.1%	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	47.5%	Up from 40.0%	51.8%	51.4%
Continuing contract teachers	87.5%	Up from 77.8%	90.8%	87.5%
Highly qualified teachers**	89.3%	N/A	94.2%	95.0%
Teachers with emergency or provisional certificates	2.8%		0.0%	0.0%
Teachers returning from previous year	83.1%	Down from 84.3%	87.5%	86.7%
Teacher attendance rate	93.2%	Down from 95.6%	95.0%	94.9%
Average teacher salary	\$40,915	Up 5.1%	\$40,868	\$40,760
Prof. development days/teacher	20.0 days	Up from 17.6 days	12.4 days	12.4 days

School				
Principal's years at school	14.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	19.1 to 1	18.9 to 1
Prime instructional time	84.6%	Down from 87.9%	90.2%	90.0%
Dollars spent per pupil*	\$7,786	Up 1.9%	\$5,896	\$6,044
Percent of expenditures for teacher salaries*	65.1%	Up from 54.9%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL****From Good to Great Shell Point Elementary Has What It Takes**

Great curriculum and instruction were at the core of all of our efforts to create a climate and institute the conditions where every student, everyday experienced positive growth academically, socially, and emotionally. We were driven by grade level standards and effective teaching strategies. This science of teaching focus provided us with a very optimistic view of what our school could do to maximize the possibility of enhancing every student's achievement.

Great teachers sought to inspire their students to excel. The teachers were diligent in their efforts to differentiate instructions, infuse higher order thinking skills, address multiple intelligences, build on the strengths of our school community, foster collegial vertical and horizontal curriculum teams, provide real world connections for curriculum content, and use inquiry to reduce barriers to student learning.

Great students were recognized, rewarded, and celebrated for their achievements. They participated in community events for the arts and their writing was published in local and regional newspapers. CAPA, The Salvation Army, Animal Shelter, Recycling, and the Heart Fund were major projects our students supported with donations. All students participated in at least one service-learning project. Additionally, all students participated in the school-wide independent reading program and were publicly recognized and awarded folders, medals, and/or buttons.

Great parents were involved in amassing 100% attendance at each of two district wide conference sessions. Parents staffed the book fairs and provided productive leadership to the P.T.O and S.I.C. This year the P.T.O. significantly increased the opportunities for parents to be involved and support the school's efforts to reward, encourage, and demonstrate appreciation to the students and staff. They sponsored our first annual Authors' and Artists' Tea, which showcased student writing and artwork. The S.I.C. provided insight and information concerning the current renovation project, school safety, homework, fund-raising, and parent/school communication.

A great school is a place where the education of all students is paramount. At Shell Point Elementary we are fully aware that no matter how good we are in terms of school, district, state, and national benchmarks, we must continue to be better. We will persist in our search for great teaching methods, practices and processes, parent involvement strategies, motivational techniques, and effective curriculum delivery models. As it is the superior instructions of our staff, the academic excellence of our students, the significant support and involvement of our parents that will ratchet up our resolve to take the leap from Good to Great.

Frankie Middleton-Principal  
Chair

Tammy Crooks-School Improvement Council

Paula Scott-Assistant Principal

Bee Auman Kates-Teacher of the Year

Gloria Bockelman-P.T.O. President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	38	54	23
<b>Percent satisfied with learning environment</b>	84.2%	86.8%	87.0%
<b>Percent satisfied with social and physical environment</b>	86.8%	90.2%	95.7%
<b>Percent satisfied with home-school relations</b>	52.8%	92.3%	90.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.